**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard:**  **The Envision Lesson: 4:4 NUMBERS: Using Models to Compare Numbers** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | New: greater than, less than  Greatest, fewest  Review Words: Model, compare, digits, ten, ones, place value, MORE, FEWER, SMALLER, Bigger |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| *Word cards on board: Greater More Fewer Less*  *Chart paper with blank T chart*  *Have several students come to front. (Choose by2 different shirt colors.)*  *Group them by their 2 different shirt colors.*  *Read off the word cards on the board. Explain that they will need to talk as a group and decide which word card to get. Have students at their seat pair share what they think.*  *Have each group go and choose a word card.*  *Students @ seat thumbs up or down. Greater Less*  *Let each group tell why they chose their card.*  *As students give explanations fill out T chart with synonyms more fewer*    *Repeat activity choosing students with different hair or eye color, tall/short …* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   Discuss T chart.   1. How will you provide multiple opportunities for vocabulary to be used in context?   Popsicle stick answers – One side says greater than, one side says less than. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Mats/Manipulatives*   1. Greater / Less   Students create groups of manpulatives showing greater/less.  Practices: Teacher gives numbers. Students use manipulatives to create those groups of numbers.  Let students create their own groups of greater/less  Teacher gives one # students must create one group greater than that # one group with less than this #.  Create groupings on smart board – students pull down to Greater Than / Less Than T chart  How do you know this group is less than the other group?  What is the difference between the greater than and less than?  How could we compare 2 digit #s? |  |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual :*  *# Cards*  *Number cards, dot cards, picture cards.*  *Student white boards.*  Math journal page - (have students write a 4 square model in their journal explaining the difference between greater than, less than)  White Board Activities:  Teacher hold up picture, number or dot card.  Say: Please write a # that is less than my #  Or Please show less (or more) dots on your board than what I have.  Can you show me a number that is less than my number 36? (Teacher chooses # to write) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Materials: Dice, 1 T chart for each pair of students*  Dice Activity  Pairs: Each child rolls dice. Write your number on the correct side of the T chart  37 0r 73  Which # has more tens? See pg. 111 Topic 4 Pearson teacher ed.  Compare Number sentences. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
|  | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
|  | |
| **HOMEWORK** | |
|  | |